

Name William Garske

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Fill this form out electronically. Click in the middle of the blank line and start typing. The line will expand as you type. OR pick a Web 2.0 communication tool and share the same information requested on this form.

3-2-1 Project

Maine Common Core Teaching Standard 11.3 (ISTE Standard for Teachers 3) states that teachers should *Model digital age work and learning--Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society*. Indicator A is: *Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations*.

The 3-2-1 Project is about exhibiting knowledge and skills of an innovative professional including demonstrating fluency in technology systems. The objectives and directions for the 3-2-1 Project are on the wiki (<http://umfresources.wikispaces.com/EDU221ExperiencingDifferentTechnologies>).

This is the form to report your results of the project.

3 Design a Personalized Learning Project Related to Educational Usage of Technology

Part 1: Describe the personalized learning project that you designed and completed to show proficiency in Standard 11.3: exhibiting knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

I have students write code using Visual Basic for Applications using Excel. My students could (will) write a sequence chart when going over problems that follow along with class discussion. Students will be able to use programming and relate this to math. This skill can be used for a wide audience. This is because Excel is extremely common in the way that almost everyone with a computer has it already downloaded. Thus, students will be able to communicate with others by using and sharing their code to classmates, employees, teachers, or anyone who has access to Excel. This act of global communication is innovative in the way that students will be able to write code to solve future problems instantaneously. Students that follow along with class discussion code along with the instructor. They are responsible for filling out a sequence chart for their code which exhibits knowledge by going through the steps in the proper order to achieve a logical output which does not have any bugs in it. Students that are able to debug their code and follow along with class discussion will be able to repeat this process for other problems, since they have written a sequence chart. Being able to use Excel in this way is extremely useful to solving numerous problems in math and other subjects quickly and efficiently.

Part 2: Reflect on how your work and learning demonstrates your fluency in technology systems and/or the transfer of current knowledge to new technologies and situations. OR you may select a different indicator for Standard 11.3 and reflect on it here.

I have written a step by step procedure already that has the correct logical steps to using VBA (Visual Basic for Applications) in Excel. I have written code for ICP (Illinois Corn Processing) for specific gravities of Ethanol dealing with proof and other values which uses linear interpolation and other equations to determine different values. This technology is amazing to use when used properly. Companies will hire people that can code values like these for them. Companies essentially explain a repetitive process which students can code values for which makes them more efficient. There are an endless number of possibilities for students to relate this to. These possibilities include ideas pertinent to business, science, math, and many other fields.

2 Web 2.0 Communication Tool

Take a risk and pick a Web 2.0 tool you've never used before, figure out how to use it, and then use it on at least one blog entry or project. It cannot be a blog, wiki or website building tool.

- What Web 2.0 tool did you use (name it and give the URL)? Screencast-O-Matic
(http://download.cnet.com/Screencast-O-Matic/3000-13633_4-75734109.html)
- How did you find out about it? Talked with Dr. Theresa about it.
- For what blog entry or project did you use it? I used it for the WebQuest
(<https://williamgarske.wixsite.com/mathcryptography>).
- What did it do that you liked? I liked how easy it was to use. It is extremely user friendly to upload videos to YouTube. I would also probably use this for situations where my students are absent. That way they can get caught up where I tape the days lecture or make a brief summary of the lecture.
- What did it do that you didn't like (what frustrated you, what features were too hard to figure out, etc.)? I did not like how difficult it was to use with paint. However, this is more of a paint problem rather than a Screencast problem. I wanted my students to write mathematical equations easily. There are different apps that allow you to write mathematical equations and save them for later. However, it is still rather difficult to write these equations with words quickly and efficiently because of the complexity of math symbols.
- Would you consider using it in your classroom? Why or why not? I would consider using this activity in the classroom. I thought that students would learn a lot from this activity quickly. I feel as though students can learn a lot from programming. I know that when I started programming it helped my math skills immensely, because I could check my work.

1 Operating Systems

Familiarize yourself with one more computer operating system that you haven't used before*.

Operating system possibilities: Mac OS, Windows [XP, Vista, 7], Linux, iOS [on the iPhone/iPad/iPod Touch], Unix, Android, Windows CE [mobile Windows devices]**

- What is the operating system of your personal laptop? Windows
- What is the other operating system that you tried? Android/Mac
- How did you spend your 15+ minutes? What project were you working on and what tasks (open an existing file, start a new file, copy and paste, save, print, etc.) did you carry out? I downloaded the app for MyScript MathPad onto my phone and I also came in to work on Comic Life, because Windows was not compatible.
- What were your frustrations? I had difficulties working with multiple windows using a Mac. Eventually, I got the hang of it. Also, the right click mouse feature it difficult to use on a Mac and is not similar to windows. I believe you have to click the command button and then click if you were to do this. It is either that or another button close to it.
- When you have to learn a new operating system some day (e.g., your school gives you a new laptop with a different operating system than you're used to), what strategies will you employ to get comfortable with it quickly? Use it a lot! The more you use a different operating system the more comfortable you get with it. When I first got my phone, I hated it. It was confusing in the very beginning and a pain to use quickly. However, after a while I learned to adapt to it. It is frustrating to use technology sometimes in the beginning. It takes often longer to perform the task right away. However, after a while it speeds up, and you become faster at tasks that you were doing initially before.

*If your laptop is new this semester AND it's a different operating system than your last personal computer, the operating system on your laptop counts as your "new" operating system. Just explain your situation for the answer to the first question.

*If you had never used an iOS device before the iPad event at the beginning of the semester, you can count iOS as your new operating system.

**If you have used three or more operating systems, skip the questions above, do not try yet another operating system (unless you want to), and instead, write a paragraph describing three of the operating systems you've used, how they compare, how you keep them straight when you switch back and forth between them, and what strategies help you learn new operating systems.